



# Equitable Access to Effective Educators

State Board Workshop  
Jan 28, 2016

# Agenda

- Background
- Students' Access to Effective Teaching
- Supply of Effective Teachers
- Access and Assignment
- What's Next

# Context and Background

- Update required by the US Department of Education and approved in October 2015
- Previous versions of the equity plan in 2006 and 2010:
  - Included mostly highly qualified and novice teacher data
  - Focused primarily on large, urban districts
- Opportunity through evaluation data to consider the issue of access through the lens of effectiveness
- The department worked with the USED and a small cohort of other states to begin developing some data metrics and draft plan in December 2014

# Tennessee Succeeds Project Plan: All Means All

**Strategy:** Increase equity of access to highly effective teachers

## **Major Action Steps:**

- Develop and distribute updated Human Capital Report Cards to districts
- Engage districts in understanding local equity gaps
- Report equity gaps publicly on online report card by 2017

## **Targeted Outcomes:**

- Districts will reduce equity gaps in math and reading using human capital strategies
- The state will generate equity gap information using TVAAS 4-8, 9-12 EOC on an annual basis for districts and for public reporting
- Educators' beliefs about the benefits of RTI and access will improve

# The key lever to drive district improvement is the quality of its people

Preparation

Recruitment

Hiring

Evaluation  
and  
Development

Compensation

Teacher  
Leadership  
and Pathways

Effective evaluation implementation allows districts to make **“smarter”** decisions about teacher recruitment, selection, evaluation, development, compensation, and retention.

# Components of the Plan

- Required components:
  - Theory of action
  - Data
  - Stakeholder engagement
  - Root causes
  - Strategies
  - Ongoing support and monitoring
- Within each of these components, states had a good deal of flexibility to describe our state-specific approach to equitable access issues.
- Defined the equity gap by looking at both supply and access to effective teaching

# Defining Highly Effective

- Tennessee defined highly effective teachers as teachers scoring a level four or five on TVAAS in ELA and math on a five-point scale. A level four or five score indicates that a teacher's students tended to show more growth than expected.
- Initial plan submission focused on grade 4 through 8 ELA and math teacher assignment in 2014
  - Comparisons (below basic vs. advanced; subgroup comparisons)
- Current analysis includes 4-8 ELA, Math and 9-12 EOC subjects

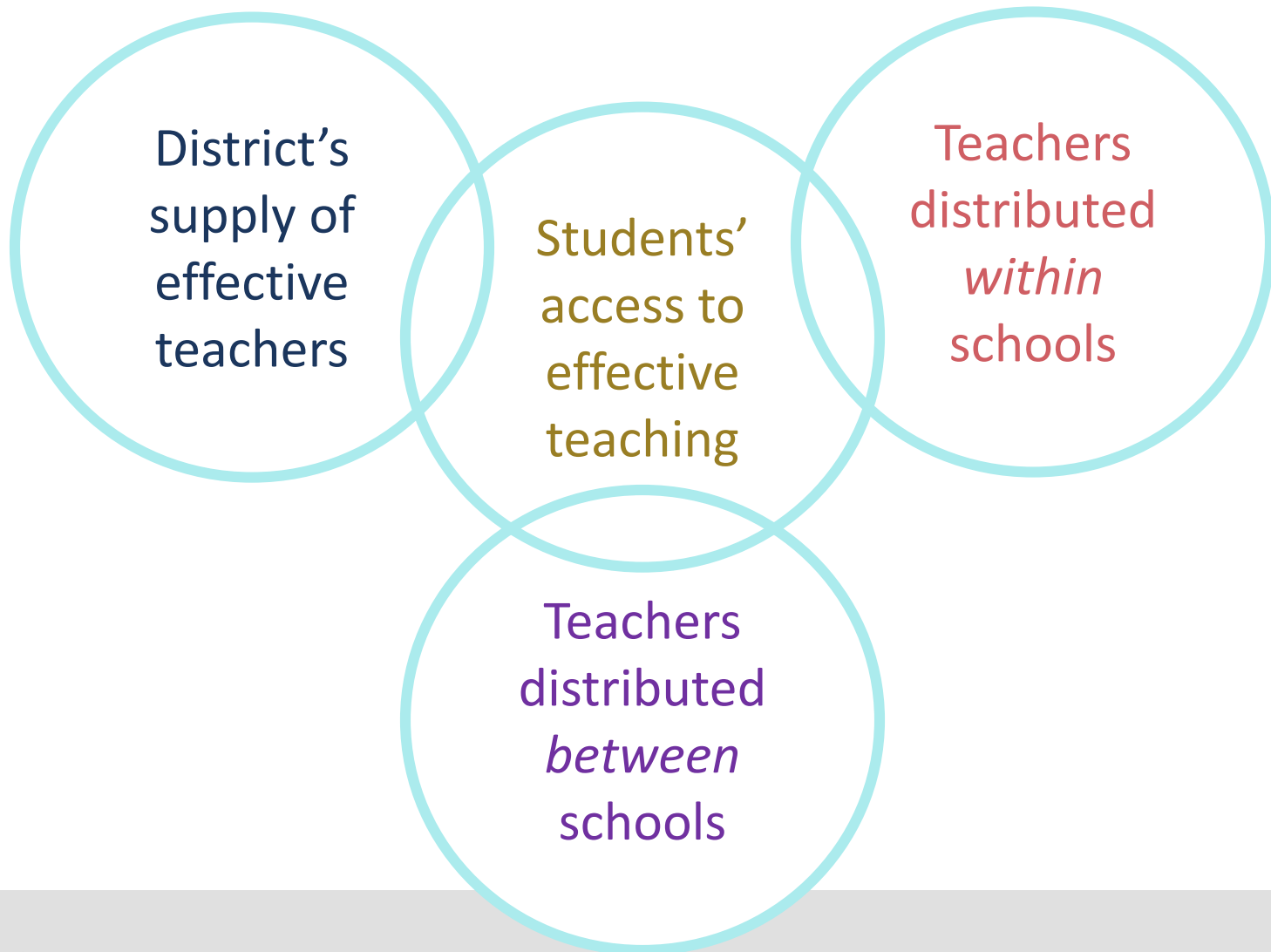


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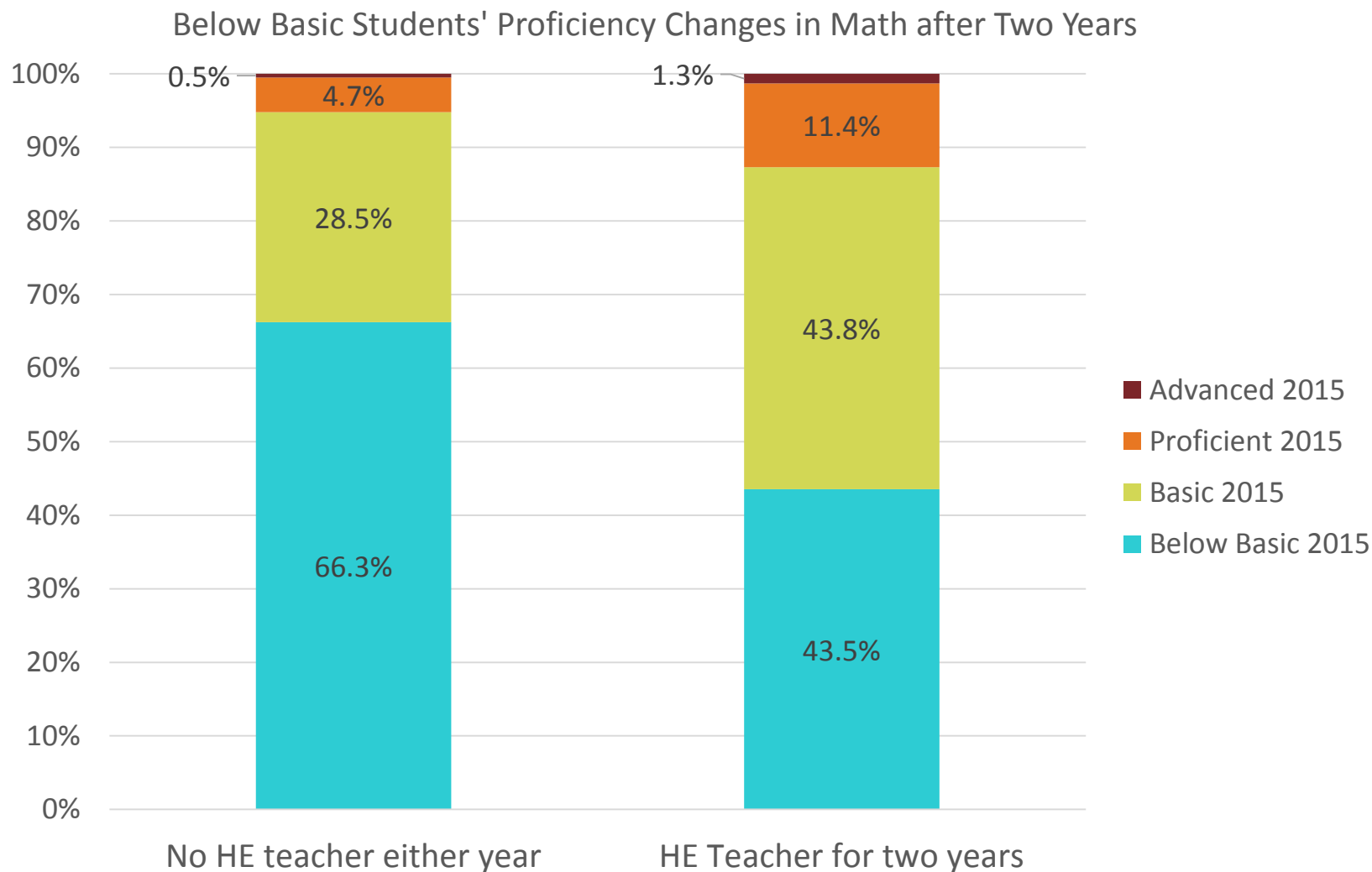
# Students' Access to Effective Teaching



# Many factors affect students' access to effective teachers within a district.

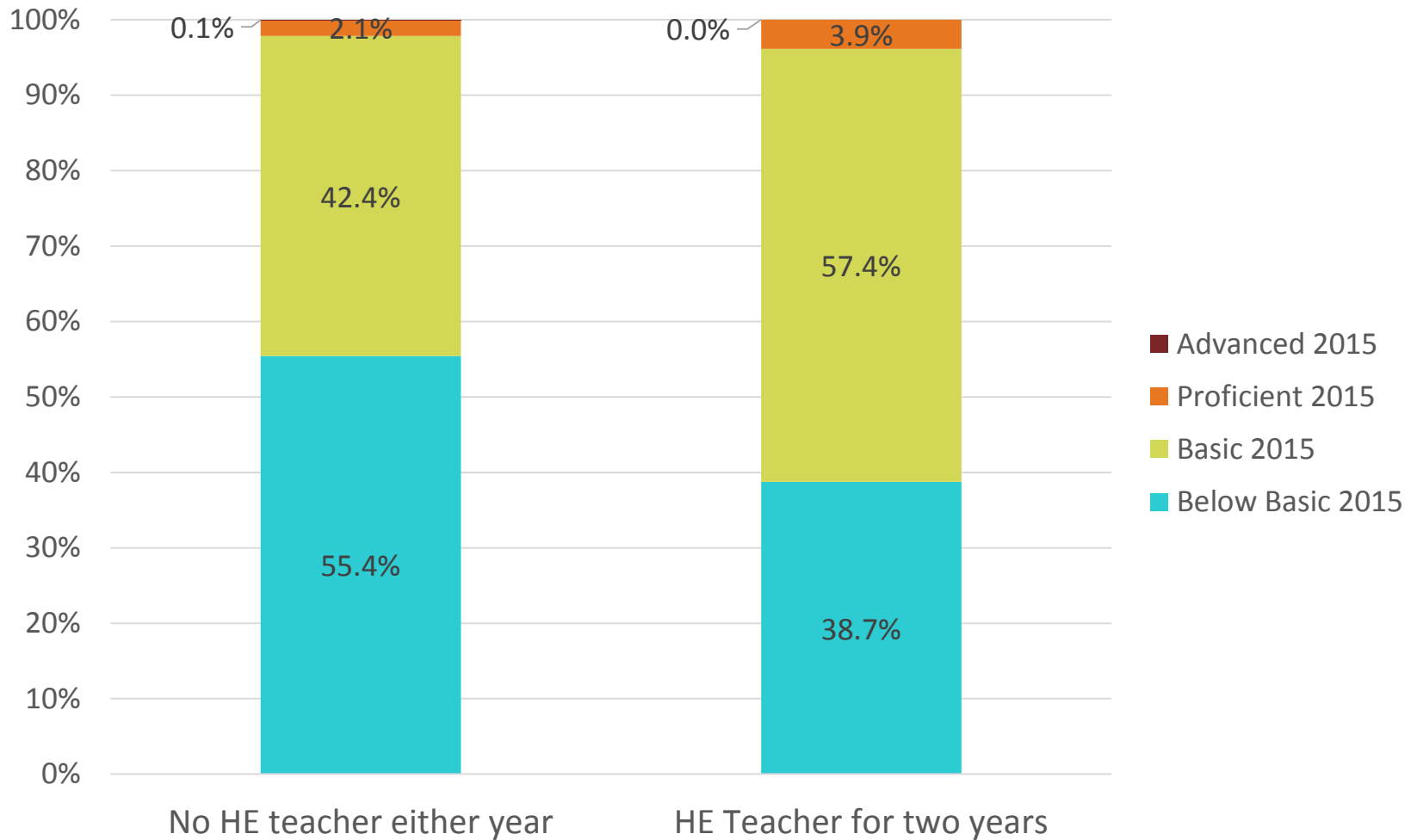


# Students scoring below basic in math in 2013 were more likely to score at a higher achievement level in 2015 if they had access to a highly effective (HE) teacher in both 2014 and 2015.



# This was also the case in 4-8 ELA.

Below Basic Students' Proficiency Changes in ELA after Two Years

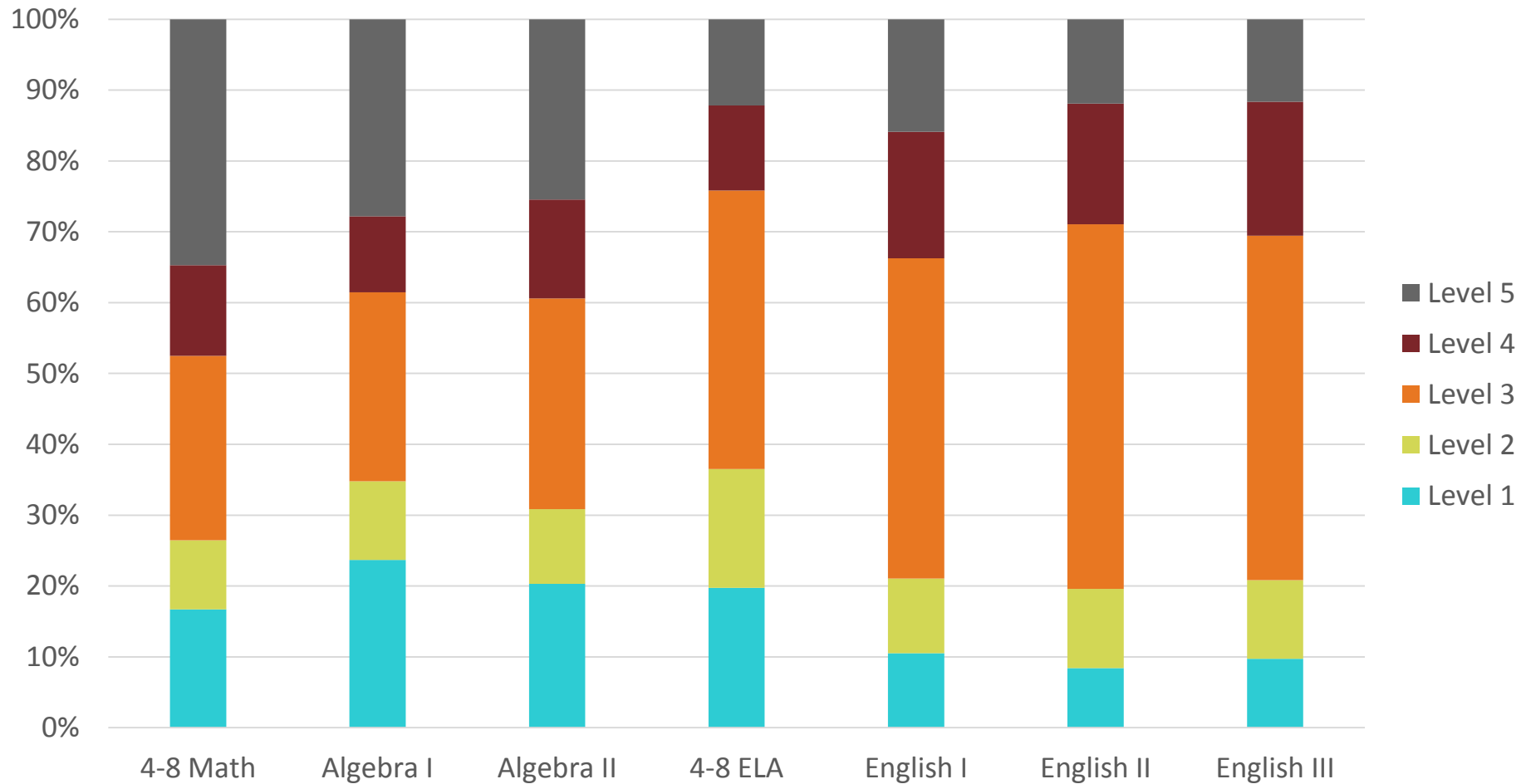




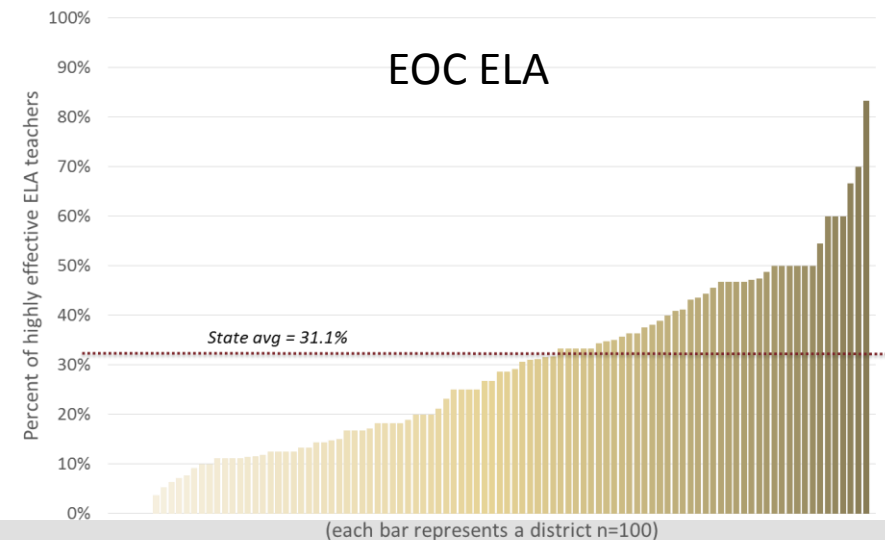
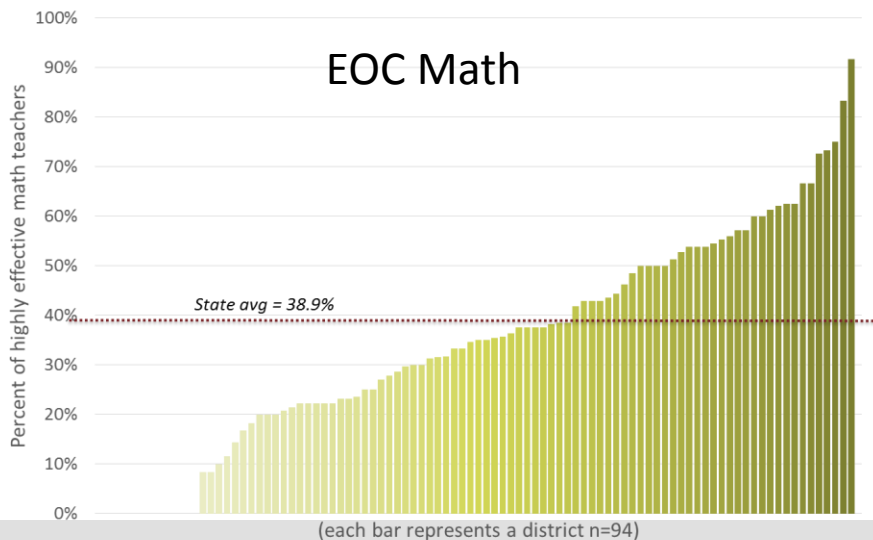
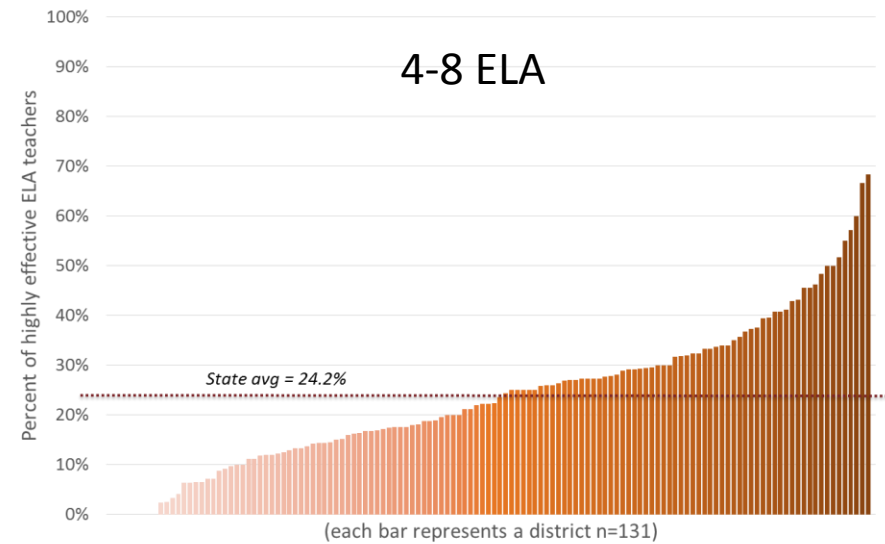
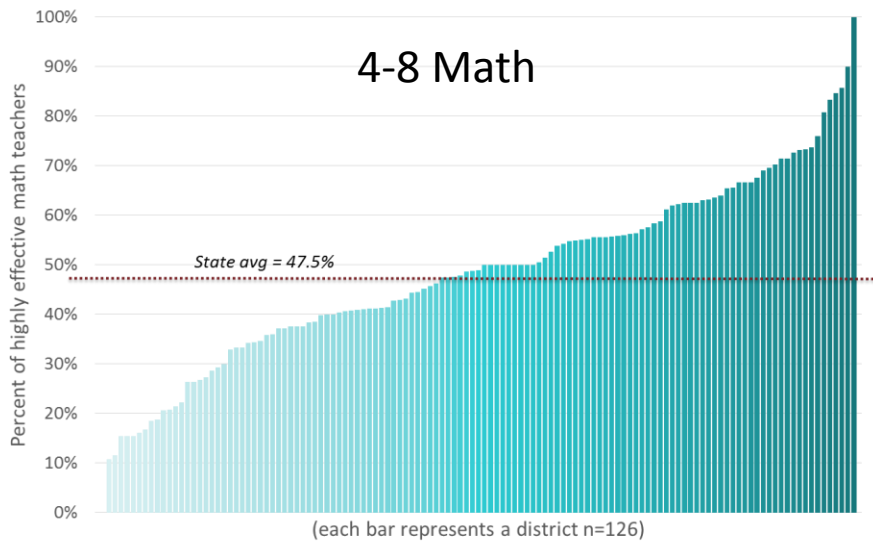
# Supply of Effective Teachers

# Statewide, the percentage of TVAAS level 4 or 5 teachers varies greatly by subject.

Statewide Distribution of TVAAS Levels by Subject in 2014



# Districts' varied with respect to their supply of highly effective\* teachers in math and ELA in 2014.

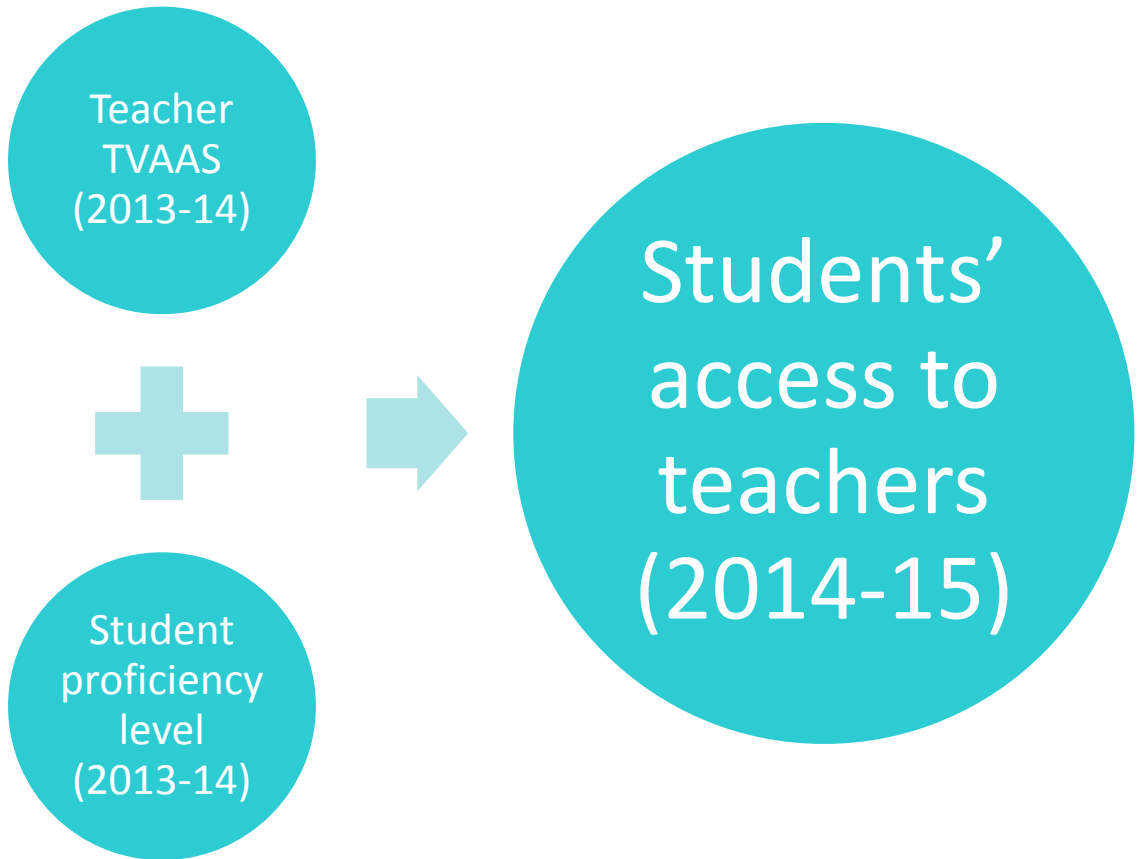




# Access and Assignment

Now that we have an idea of our effective teaching supply, we want to look at which students have access to these teachers.

*What data do schools have to inform their student-teacher matching process?*





# How are particular groups of students assigned to highly effective teachers?

## Effective Teaching Gap (ETG)

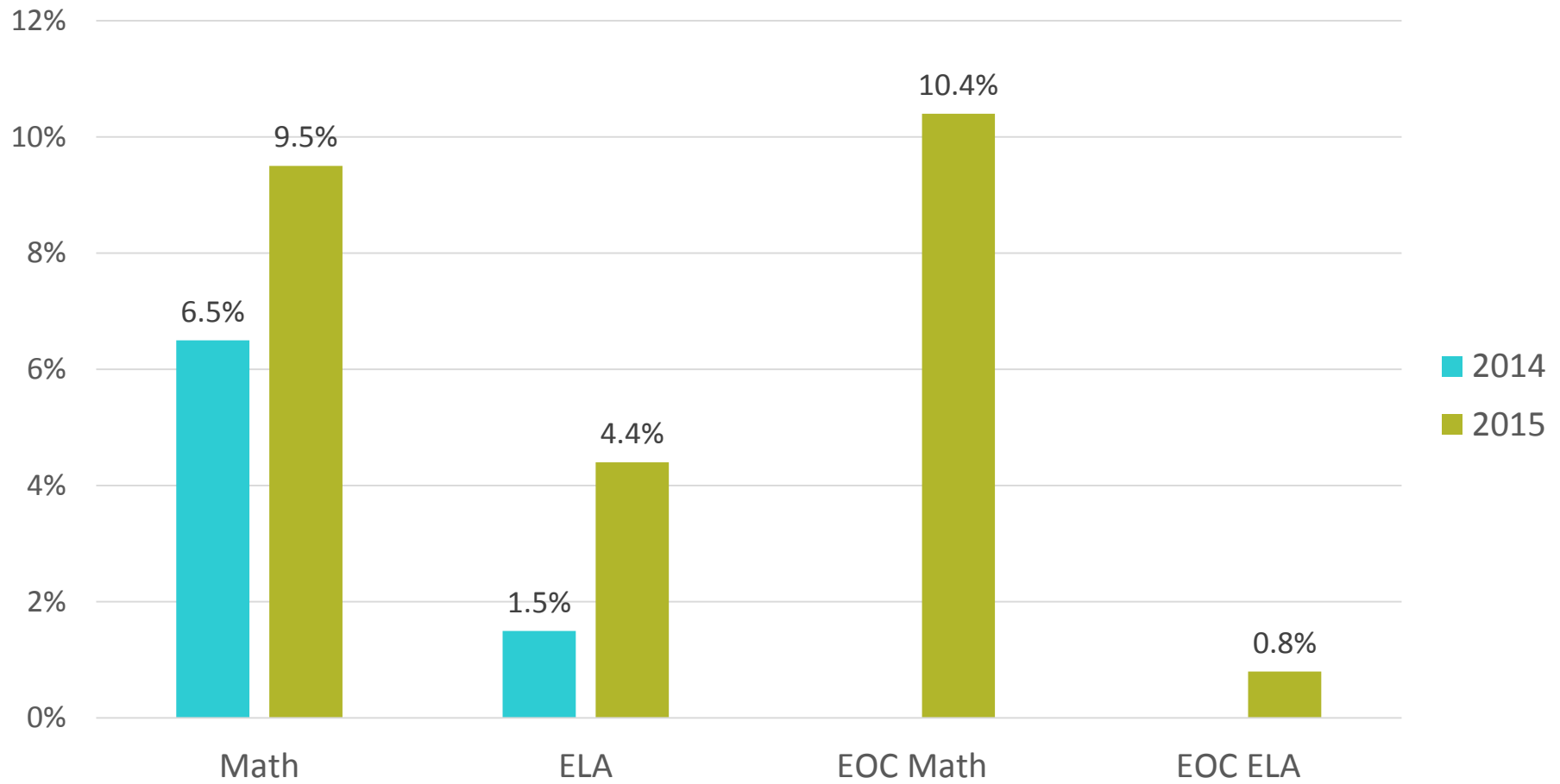
*= % students in one group with access to HE teachers –  
% students in another group with access to HE teachers*

### For example:

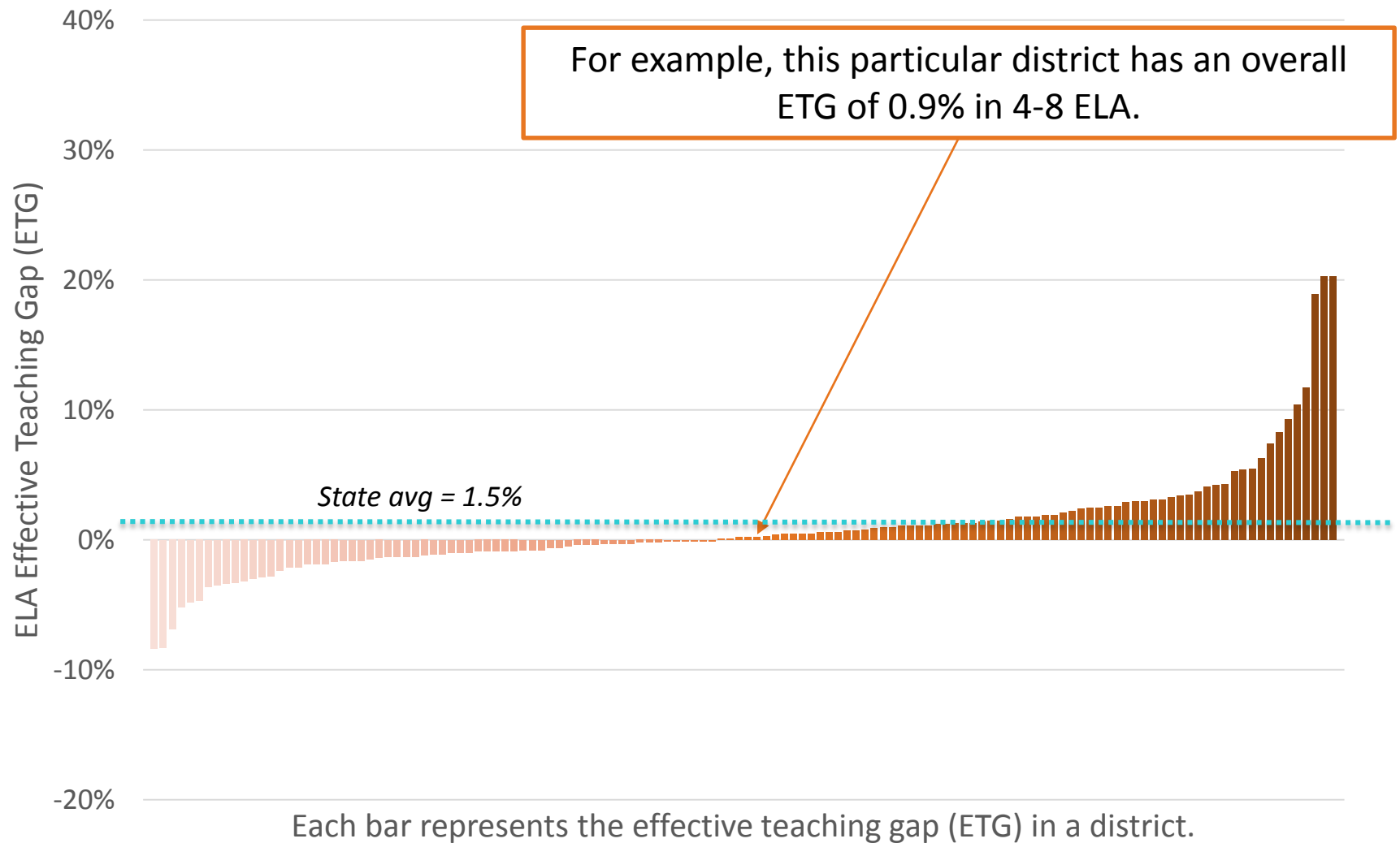
*= % advanced students w. HE teacher – % below basic students w. HE teacher  
= % non-BHN students w. HE teacher – % BHN students w. HE teacher  
= % non-ED students w. HE teacher – % ED students w. HE teacher*

# At the state level, the ETG between advanced/below basic students varied by subject. We saw greater gaps in math.

2014 & 2015 Statewide Effective Teaching Gaps =  
(% advanced w. HE teachers - % below basic w. HE teachers)

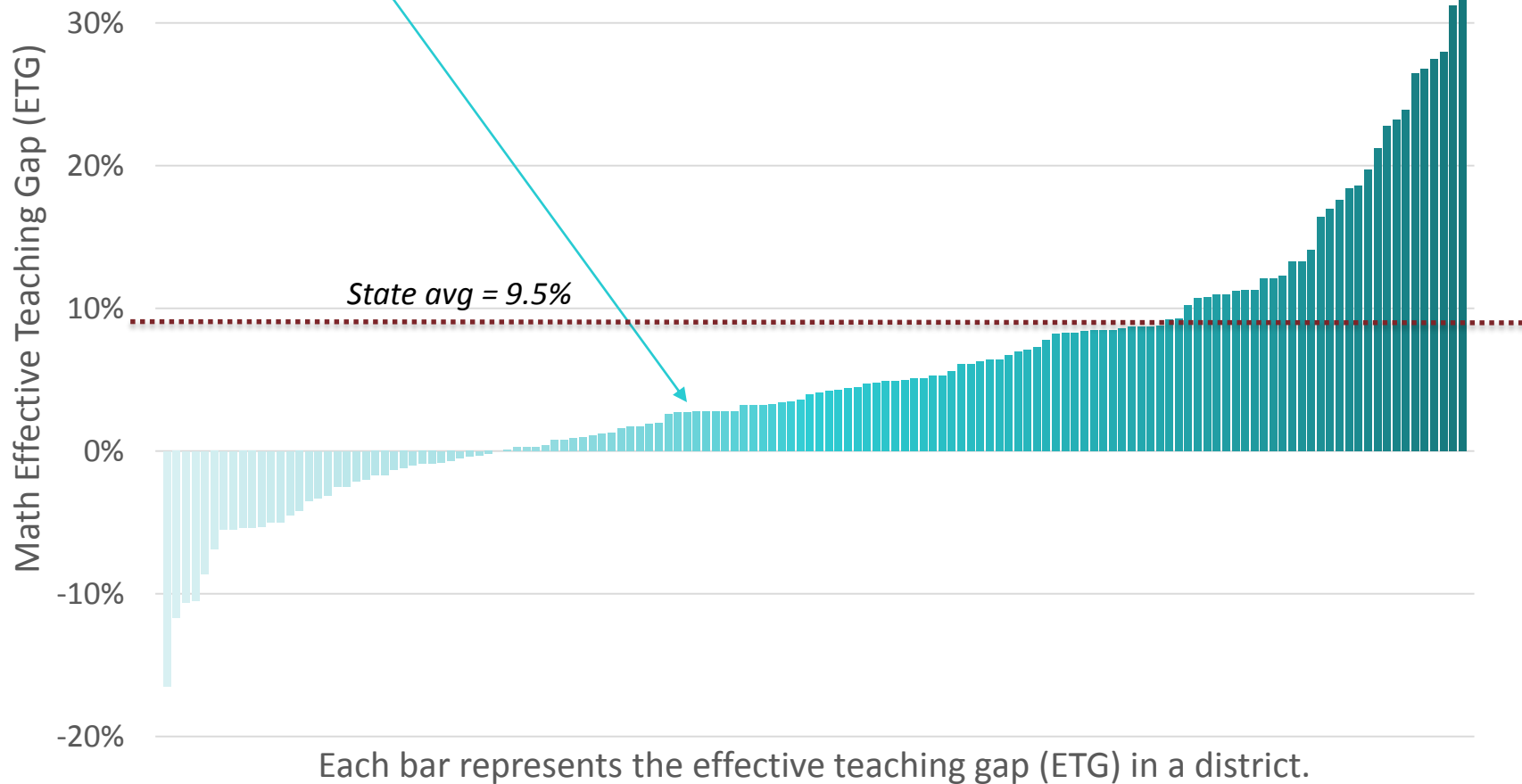


## Effective teaching gaps at the district level give us information about the district overall, but don't necessarily suggest places for targeted support.



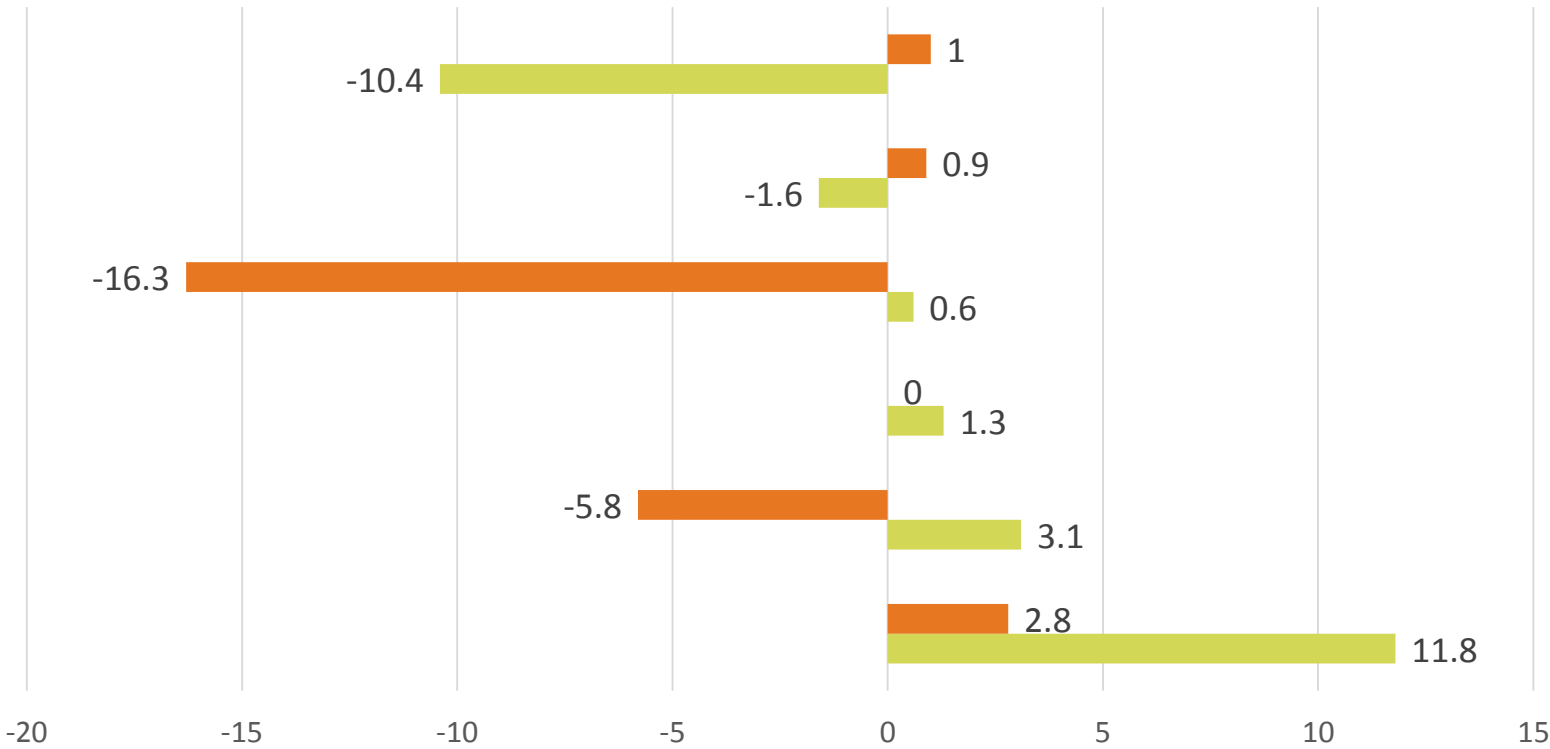
# Effective teaching gaps at the district level give us information about the district overall, but don't necessarily suggest places for targeted support.

For 4-8 math, this same district has an overall ETG of 2.8% in 4-8 math. But what exactly does this mean?



Looking at the school level, we are able to see where this district's gaps are. For example, the 4-8 math ETG resides mostly in school A, whereas other schools (like school F) actually have a negative math gap.

Example District's Schools' ETGs for 4-8



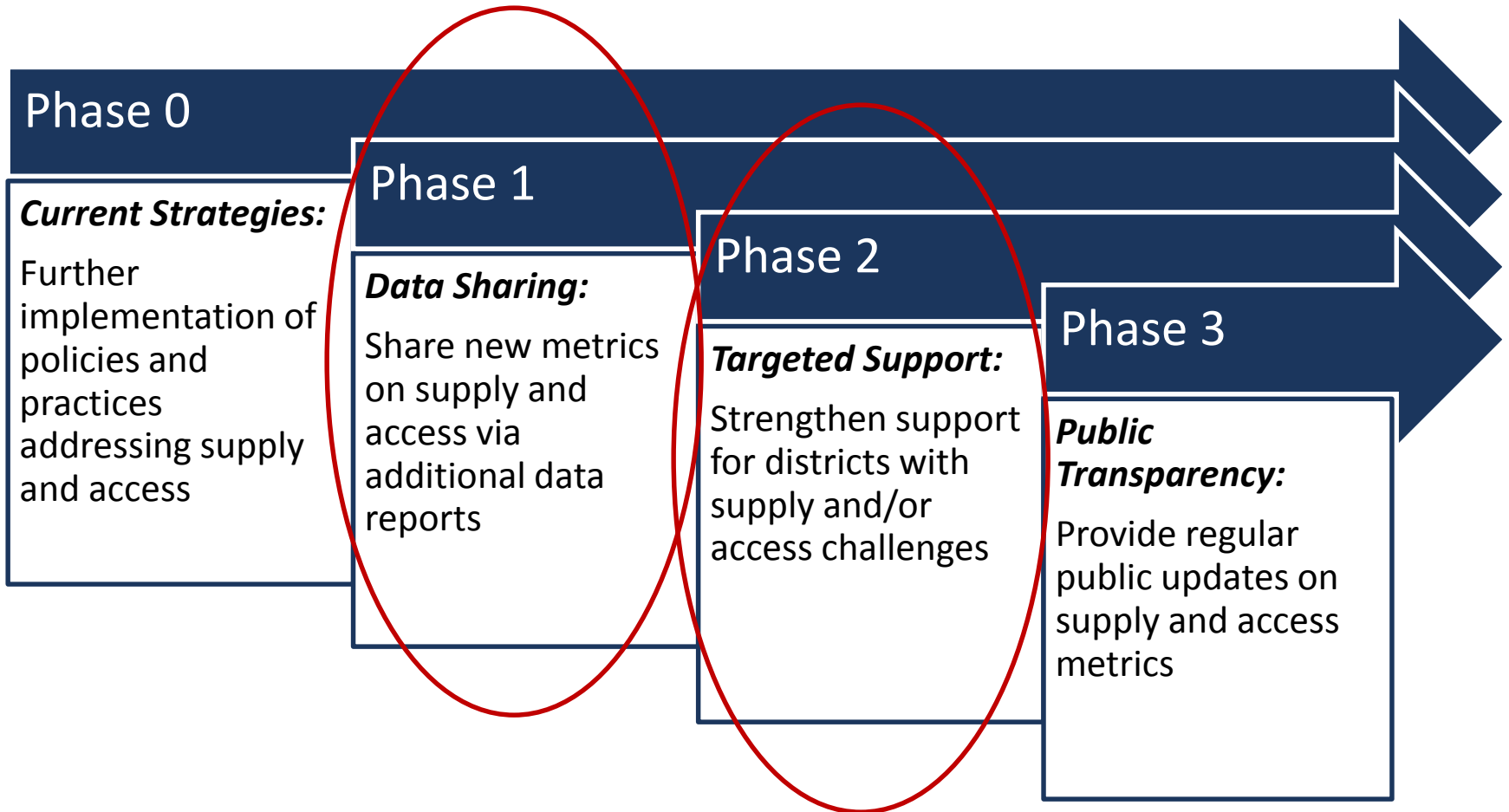
	school A	school B	school C	school D	school E	school F
ELA ETG	2.8	-5.8	0	-16.3	0.9	1
Math ETG	11.8	3.1	1.3	0.6	-1.6	-10.4



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What's Next

# Strategies



# Action Plan for 2016

- Distribute updated Human Capital Report Cards to districts
  - Part 1 – Based on 2014-15 TEAM data and focused on distribution, growth, recruitment and retention (late January)
  - Part 2 – Based on equity analysis and focused on supply and effective teaching gaps within and between school (February)
- Engage districts in understanding their current status with respect to human capital management
  - Supported by CORE Directors/Data Analysts and ePlan/CPM



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# Key takeaways

- Across the state we have fewer highly effective teachers in 4-8 ELA than in math.
- Below basic students have less access to highly effective teachers than advanced students.
- District level human capital reports will allow districts with effective teaching gaps to explore both district- and school-level disparities in order to best target support efforts.



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Questions?



Department of  
**Education**

*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**

